

VOX COLLEGII



MARCH, 1915



ONTARIO LADIES' COLLEGE
WHITBY

GERTRUDE A. BRITNELL,
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Vox Collegii

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"Forsan et haec elim meminisse iuvabit."

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Russian Culture

A few weeks ago I had the pleasure of listening to a lecture on "Russian Culture." I was so impressed that I thought some of the girls would like to know a little about the culture of Great Britain's strongest ally. We hear a great deal at present about "German Culture" and all it stands for, but equally interesting and essential to know is the culture of the Russian people.

Since the beginning of the present great war the charge has been laid, more than once, that Russia, as one of the allies, is a "barbarous nation." But, taking all sides of culture in account, Russia has one of the most complete form of culture in all Europe.

When thinking of Russian culture we have to remember that the culture came later than did the more western civilization. As early as the tenth century there were evidences of civilization, as may be seen by numerous manuscripts found since, but the people had no opportunity of keeping it up. The Tartar invasion, which lasted for two and a half centuries, isolated them from the West. While they were

suppressed by their barbarous conquerors, there was no chance of their making any progress in civilization. When they were at last free of the Tartar, they had to look after material interests ; they had to build up what had been torn down.

When the great men of Russia saw, by traveling, the culture of other countries, they brought it to their own country and forced it upon the people. The effect was superficial in the extreme. The people accepted because they had to, but it did not all come naturally, as all true culture must. This forcing of culture upon them accounts for the striking contrasts to be seen everywhere in Russia to-day. We find the upper class among the best educated in the world; among the lower classes we find some of the most illiterate people imaginable.

Russia has received all her present day culture since the middle of the eighteenth century. It was at this period that the first university was opened. And, when we consider this fact, is not the result amazing? Their literature, music, art, science and

philosophy are pre-eminent. Think of such men as Tolstoi, Polotski, Belinski, Leshkoff, Rubenstein, and numerous others. Do they not represent the finest culture in the world.

Of the upper class we readily see that this charge of being barbarous is utterly false, but what of the lower class? Here, the charge is a little more justifiable. The peasants are very ignorant, but are fast becoming less so. Primary schools are being founded all over the country, and everything is being done to educate the young. No illiterate recruit can remain illiterate. He must be educated or he cannot remain in service. Culture is not always book-learning. Very often it is not, and these ignorant peasants are truly cultured in being kind, sweet, courteous, and big-natured. No more cultured people could be met; they are so kind-hearted and forgiving. If you met and conversed with the average Russian of the higher class he would seem to know everything. Their knowledge is stupendous. But even the peasant has the inner culture of the heart and soul. Only in respect to education is he behind other people.

Then Russia has been charged with having no true religion. Ever since the tenth century the Russian people have been struggling between paganism and Christianity. The Russians may be termed "two faiths." Christianity was forced upon them, and, like early culture, they had to accept it. They did not have the vision, and therefore Christianity is not the vital thing it should be. In peasant Russia they still believe in the witches and wood nymphs and hearth gods; only now the latter is called the "stove god," and is supposed to live behind the stove, and food is

placed regularly near the stove for him. But nevertheless they are truly Christian. Religion enters into every part of their lives. Their church is very formalistic and their services are beautiful, but their religion is not of the church—it is of the inner spirit.

The Russian people have taken Christ for their ideal, and have tried to live up to their ideal, but their conception of Christ is not ours. We think of Him as the teacher, light and prophet. They think of Him as the sufferer, and they think of the cross and humility. They remember His command, "forgive your enemies," and live up to it all the time. Is that not culture? A German philosopher is quoted as saying, "One of the greatest factors against materialism is the deep, brooding nature of the Russian."

The result of this war will be a mutual drawing of Russia toward the West and of the West toward Russia. They are now fighting as one of the allies, and they will naturally get ideas of modern government, for no one knows better than they do that next to the "unspeakable Turk" they have the worst kind of a government. They will get Western ideas of freedom, for all Russia needs is political freedom.

What will she give the West? It has been said that in time religion, as we know it, will pass out of existence, and there will be need of a new religion. What country can give a purer religion than Russia? The very action of her people is governed by the Christ Ideal, and they have for their mottos of life "Forgive your enemies," and "Love one another." Surely, the Russian people may well be considered highly cultured in the true sense of the word.

MARY E. VALENTINE.

The Art of the Spoken Word

By Helen Badgley, Vancouver, B.C.

In what way does the study of the "Art of the Spoken Word" (Elocution, Oratory, Expression, Interpretation or whatever one prefers to call it), benefit the student? This is the question asked by those outside the charmed circle where its Muse holds sway. Those inside that circle finally come to ask the question: Is there any phase of life and life's expression which is not the better met and mastered because this study has been pursued.

From its very beginnings and all the way along, on upward through the myriad, fascinating intricacies of its higher technique, it tends to develop strength of character and breadth of intellect and to deepen the heart and soul qualities of its devotees.

Its first step and foundation stone is the attainment of animation or life; and this means the arousing of interest, enthusiasm, creative impulse—a reaching out to others with a desire to serve. Not only must the student have animation in personal matters, but he must store up wells of it—an inexhaustible reserve fund upon which he can make extensive demands and which will instantly spring into activity at his command, no matter how trivial or how foreign to his taste and point of view may seem the subject which is under expression. The effort to accomplish this is an effort to overcome self and self-consciousness, the first step toward unselfish service.

To give a homely concrete illustration of the above theory:—Any one, no matter what his station, age, color, education, will shout "Fire!" in a way that will affect and arrest the attention of those who hear him, if his own property takes fire. But few persons can take the expressed thought of another which is widely divergent from his own pursuits and experience and express it with sufficient life and

interest to arrest attention or affect the hearers. Most people have to study to do so; study to let go of self; to get hold of the author's thought; study to give his message and faithfully reveal the truth he aimed to express. How many clergymen could, without study, keep the hearers amused and interested by "The Pied Piper of Hamelin" or one of Stevenson's "Child Verses?" Can one imagine a society lady, without study, impersonating an ignorant washer-woman, or a boarding-school girl giving Robert Service's poem "Grin?"

Hand in hand with this animation or interest goes observation; and it begets sympathy; and sympathy begets responsiveness; and when responsiveness has been obtained the student is ready to serve by his art.

How can one impersonate the washerwoman unless one observe closely her posture, gesture, facial expression, dialect, intonations? Is she tall or short? Stout or thin? How poor? How ignorant? When and where did she live? What did she wear? And thus we form the observation habit.

Observing closely that she stands with her feet apart we see that it is because she is tired. She gestures with her fingers close together and rather stiffly and vigorously because she does hard work with her hands. We find from her strident querulous intonations that she is often sorely tried by anxiety, hardship and hunger, and soon sympathy is aroused.

Progressed this far, (as soon as we have memorized the words) we outwardly respond to or creatively express in face, voice and gesture, all that our interest, observation and sympathy have generated within the mind. We cease to be an alien looking AT her and become momentarily like her; looking out WITH her, through

her eyes, feeling and expressing from her point of view. We replace ridicule with respect, repulsion with solicitude. Where before she seemed beneath and removed from us we now meet her intimately and appreciatively.

Is there any one so obtuse as not to see, or so ungenerous as not to admit that the result of such study must be increased kindness, generosity, humility, comprehension, discrimination, sympathy and a hundred and one other excellencies in the mind and heart of the student? And the better the literature studied the better the personal development of the student.

Versatility and adaptability become second nature. The good and the beautiful are immediately sought and found in all people and things. It is impossible to be bored. Attention is paid to all that happens. No one is so illiterate or inane as not to stimulate interest. The simplest people and most ordinary situations give pleasure and furnish food for thought. Life is lived to the full, and every minute has its message.

There are other and more practical benefits to be derived from this study which directly affect the student in a social or business way while improving him mentally, morally, physically. The body must be made vigorous and healthy as well as graceful and expressive; the voice flexible and strong; the breathing deep and controlled; the movements free and unified. The standing and walk are corrected. The pronunciation, enunciation, articulation and direction are perfected and the vocabulary enlarged, while striving for a perfect poise and centre results in a high degree of mental concentration and the conservation of physical forces.

All the other arts will soon be seen to be closely co-related with it. and in fact, to a certain degree, embodied in it. The form of the sculptor, the proportion and perspective of the architect, the color of the painter, the time and tune of the musician, the volume and tone of the singer, the

rhyme and rhythm of the poet, the rhetoric of the prose writer, the logic, reason, analysis, psychology and basic principles of the scientist, logician and mathematician must all be comprehended mentally and incorporated into the interpretation of good literature or the original expression of thought in orations, speeches, sermons, lectures, etc. The more the speaker knows of the arts the greater the variety and scope of his own.

Then, too, with the advancing steps of the study of technique when one knows just what to do, how to do it, and why it is right to do, knows that the basic principles upon which his work is founded are universal, and that its accuracy can be authenticated, a sense of sureness and security is gained which greatly increases one's personal sense of dignity, capacity and self-respect.

The outline for study and the foundation for development as taught in the "system" in which the writer started study is most helpful and interesting, and will be seen at a glance to be identical with the stages of development underlying the evolution or unfolding of all things—history, art, the drama, the sculpture, the individual mind, etc. Briefly, it is as follows, and is divided into four periods: (1) The whole—or an exhibition of energy only, sometimes called the colossal. (2) The parts—or, in other words, the effective, startling, melodramatic. (3) The service of the parts to the whole—or the realistic. (4) The relationship of the parts to each other—or the analytical, idealistic and psychologically suggestive. Each piece of work of even the most advanced artists, in the other arts as well as this, will be seen to go through four periods in its development before it reaches the standard of perfection which will establish it as art on its being given to the public.

These stages are easily traced in the unfolding of the human mind. At first there is only energy physically expressed to show that the child is a

living soul. Then the babe begins to show attraction toward the surrounding objects and individuals and to be affected by them; it reaches for its mother, stares at the light, shakes its rattle. In a year or less it begins to select or feel greater desire for, or attraction to, certain objects than others, thus showing the development of choice. Lastly, after maturity, it separates, discriminates and analyses—a stage which by some is never reached. The reader will easily see what new worlds are revealed to the student when these basic principles and their philosophy is grasped.

And before dismissing the subject let us consider for a moment how much more universal is the "talent" for this art than any other—just as its scope is the broadest and its adaptation the most diversified. We can all speak, or if not, make signs, and we all work, even though with some it is merely in having a good time, and what is this work but the effort to serve (self or others) by expressing (if possible in permanent or lasting form) the creative impulse which throbs and burns within us.

To the critic few seem to have talent because his work is destructive. To the teacher all can be proved to have it because his work is constructive. There is gold in every country, but not always in the same proportion, and not always near the surface and easily mined; but gold is gold, and once it is mined will pass at par on exchange wherever its possessor may require it. It is the duty of the true teacher to know that no matter how unpromising may seem the sur-

face conditions, the gold is there and can be mined and minted if only he and the student will be patient and persistent. Emerson says, "The man is only half himself—the other half is his expression." Those who seem to have the least talent for this are the ones who most need to study it; and often it is the most backward and seemingly handicapped student, the one most diffident and with the least confidence in his own ability who proves most interesting to the teacher and eventually comes to do the most excellent work. Teachers should develop the potentialities of the individual, and make him not only conscious of his powers and resources, but teach him to control and command them. To limit the possibilities of any individual or to allow that individual himself to limit them is a crime.

"Trust in thine own untried capacity
As thou wouldst trust in God
Himself."

Above all, the teacher should inspire the student to work. The watchword for success is work. Hard work is not only "better than genius," it is genius. Nothing great in art or science was ever given to the world that was not backed by a far greater percentage of hard work than that of "Talent," "genius," "heredity,"—or what not else.

"Some feet will tread all heights
yet unattained,
Why not thine own? Press on,
achieve, achieve!"

Germans in the Universities of the United Kingdom

(Reprint from the February number of the University Monthly.)

In view of the appeal that has been so often made to the practice of the British Universities in regard to the effect of the war upon the positions of Germans who may be serving on the staff, requests for information were sent to the Principals and Registrars of or leading Professors in the Universities of Birmingham, Cambridge, Leeds, Liverpool, London, Manchester, Oxford, Sheffield, Edinburgh, Glasgow and others. The following information is taken from the replies received by the President or the Editor of the Monthly. It is especially interesting that an authentic and full account of what happened in Edinburgh is presented, because both in Toronto and elsewhere it was given unusual prominence.

University of Edinburgh—

Dr. Schlapp, lecturer in German, and Dr. Cramer, lecturer in Physiology, were asked by the University Court to resign, as well as an Assistant Librarian. Strong influences were brought to bear in favor of Dr. Schlapp. It is said that the Right Honorable A. J. Balfour, Chancellor of the University, Lord Haldane and Lord Dunedin all wrote strongly on his behalf, and the result was that in his case the Court withdrew its request for his resignation on condition that he got himself naturalised before the end of September, which he did.

The Assistant Librarian resigned, and so did Dr. Cramer. But the latter afterwards got himself naturalized and applied for re-instatement in his office. In the absence of the Professor of Physiology, Sir Edward Schafer, at the British Association in Australia, the Court declined to do anything. On Sir Edward Schafer's return he nominated Dr. Cramer as Lecturer and

First Assistant, and appealed to the Senatus to support his nomination. (The professor's nomination is always equivalent to an appointment). But the Senatus declined by a narrow vote to do so, and the Court accordingly declined to re-open the question.

In remarks on a memorandum drawn up by Dr. Cramer, Professor Schafer writes—

"If the University Court declines to sanction my nomination on grounds which have now vanished, and which in any case have nothing to do with the objects and purposes of the University, it will not only deal a serious blow at a department which I have strenuously endeavored to raise to a position of eminence amongst the teaching and research institutions of the country, but will be perpetrating an act of grave injustice by blasting the career of a man who has served the University loyally and conscientiously during eight of the best years of his life. And it will place us in the unenviable position of being the only University in the Kingdom which refuses to retain the services of a teacher whose naturalisation has been allowed by our Government, and against whom no fault of any kind has ever been alleged."

University of Glasgow—

Sir Donald MacAlister writes—

"In Glasgow, where we have a naturalized Professor of Astronomy, and a non-naturalised Lecturer in German, no action of any kind has been taken by the University. It certainly cannot be said that there is any 'popular feeling' in the matter."

University of Aberdeen—

"At Aberdeen the German Lecturer has been naturalised, and no fuss has been made."

University of St. Andrew's and University College, Dundee—

There were three teachers of German nationality who had not become naturalised British citizens. One who was in Germany did not return. The other two resided, one in Dundee, the other in St. Andrew's, and as both places were declared to be within prohibited areas for alien enemies, they were taken by the military authorities as civilian prisoners. The University Court did not dismiss them, but has paid them no salary and has appointed substitutes. As their appointments cease on September 30th next, they will probably not be re-appointed.

University of Cambridge—

A Professor of Cambridge writes—

"As regards the British Universities, so far as I can see, the only difficulty has been in Edinburgh where, owing to some carelessness, one of the lecturers had failed to obtain naturalisation papers, although he had applied for them some two or three years ago. The whole of our Universities, with the exception of Edinburgh, have kept on their German Lecturers, etc., wherever those Germans have become naturalised and, in one or two instances, they allowed them to become naturalised even after the war broke out. So far as I know there have been no difficulties of any kind with those Germans who have become naturalised. Where, however, the Germans have not become naturalised difficulties have arisen, as under the War Office, all aliens have had to register; their movements have been circumscribed and they have had to report themselves regularly. These, however, were so few amongst teachers and lecturers in the Universities that I have not yet heard of a specific case of this kind."

University of Durham—Armstrong College, Newcastle-upon-Tyne—

There was one lecturer a German subject. He remained at work and received his full salary till the end of the first term. From Christmas he

was given leave of absence till the end of the war and receives two-thirds of his salary for the balance of the academic year.

From Sir Henry Miers, Principal of the University of London—

"One of our Professors, an Austrian, was naturalised last year, and I believe there is one teacher paid by the University who has not been naturalised. The Senate has not considered the general question of the retention in or admission to the University of alien enemies as teachers."

University of Birmingham—

Sir Oliver Lodge writes—

"We had two Germans and one Frenchman on our staff. The French Professor is now in the trenches in France. The German Professor got himself naturalised, though with some difficulty. The other German, a member of the Junior Staff—went over to Germany, and is now fighting against us, but naturally his tenure of office is terminated."

University of Manchester—

Vice-Chancellor F. E. Weiss, writes—

"Our Professor of German, Professor Johannsen, was born in the Baltic Provinces of Russia and became a naturalised British subject before the war broke out.

"I advised the Manchester Education Committee, which had several German teachers in its employ, to retain their services, and this would have been done except for the difficulty caused by the internment of Germans of military age."

University of Leeds—

Vice-Chancellor Sadler writes—

"Here in Yorkshire we have escaped this kind of excitement. At Leeds the head of the German department is naturalised. Our Professor of the Leather Industries is an Austrian. He happened to be at home in Vienna at the end of July. As he is an Austrian citizen and still liable for military service, he was called up. When war was declared between Great Brit-

ain and Austria-Hungary, his chair became vacant.

"It is one great sign of the strength of our cause that there is very little hatred of the Germans in England. For West Riding opinion I can testify, as I have had to speak a good deal at meetings of all sorts. The people want to take a fair view of the case and to know the good side of Germany as well as the bad."

University of Liverpool—

From Sir Alfred Dale, Vice-Chancellor of the University of Liverpool—

There are no Germans left on the staff of Liverpool. The Professor of German, Dr. Petsch, resigned and went to Posen before war was declared. The Professor of Greek, Professor Lehmann-Haupt, resigned in September. The Professor of Celtic, Kuno Meyer, was under no definite contract to the University. Professor Meyer wrote a letter to the Council, which was taken as tantamount to a resignation, and in view of this resignation his recent mission in the United States has made it unnecessary to take drastic action.

University of Sheffield—

One German subject was on the staff at the outbreak of the war, and has been allowed to remain in his position without becoming naturalised.

No word has been received as yet from Oxford.

Edinburgh is the chief storm centre, and apart from the strong opinion of some of those in authority, one of the chief factors influencing the University Court seems to have been the fear lest students would cause trouble if they were required to take lectures from Germans. However, no such incident has arisen, and the feeling inside and outside the University seems to be about equally divided. The Edinburgh Scotsman upheld the action of the University Court, but much

popular sympathy was expressed for Sir Edward Schafer's assistant, and the authorities came in for some scathing criticism.

The letters indicate that in some sections, such as Liverpool and Birmingham, it is doubtful whether a non-naturalised German could be retained upon the staff, while in London, Glasgow and Sheffield there are non-naturalised Germans serving. In Newcastle the German lecturer has since Christmas been given leave of absence on two-thirds pay. On the whole, there seems to be a spirit of moderation in the attitude of the Universities, and also of the outside public, towards Germans, special facilities in several cases having been granted in order that they might become naturalised during the war.

NOBODY LOVES ME.

I am tired and little and lonely
An' its rainin' out to-night—
(I ate nine tarts for supper
An' somebody's tuk the light).

It's a terrible thing t' be a boy
When he's an appetite like me,
(For there's 13 pieces of pumpkin pie
An' pain, inside of me).

The world is a cruel place to boys
An' people not very old,
(The bedclothes are in under the bed
An' my toes are awful cold).

Oh! Daddy loves me some, I guess,
And grandma for his sake—
(But say, it was her that gave me
Those 13 pieces of cake).

I guess they all love me,
From ma to cousin Kate,
(But say, when it comes to meals,
I wish I was someone they HATE).

MARGERY MOORE, O.L.C.

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Editorial.

NATIONAL SONGS.

What is more inspiring to the patriotic feeling of a community than the singing of our national songs? Particularly in time of war is a national song potent for good or ill, good in the ringing song of patriotic devotion, ill in the sanguinary excitement of such a grim ballad as the "Carmagnole" or "Caira."

France, perhaps, is most fortunate of all countries in having her national anthem a real war song, expressive of the loftiest patriotism, the very song for marching regiments. We, ourselves, have our ceremonial anthem, which carries its own impressiveness, but the really stirring patriotic strain of England is "Rule, Britannia!"

Both words and music of "God Save the King!" have been frequently

maintained to be the work of Henry Carey. This tradition has but little real evidence to support it, and there are sundry reasons which go to prove that both the words and music were written at an earlier date. The probable composer is Dr. John Bull, the well-known musician who was organist to James I.

The tune of "God Save the King" was fated to do duty in many countries. It has served for the National Anthems of Russia, Germany, Saxony, Denmark, Switzerland and America. In 1790, Prussia adapted the air to the word of the hymn, "Heil der in Siegerkranz," which is still the ceremonial anthem of the enemy. Russia used it in 1833. In 1832 it found a home across the Atlantic in—

"My country 'tis of thee,
Sweet land of liberty,
Of thee I sing."

Very different is the true song of the sea-girt isle, "Rule, Britannia!" It is known to those who are particular in such matters that the true text is, "Rule, Britannia! Britannia, rule the waves!" not "rules" as is misquoted. Southey says, "'Rule, Britannia!' will be the political hymn of this country as long as she maintains her political power," which is true. But, strangely enough, not many of us could repeat off-hand more than the first stanza. They are worth remembering, especially at this present crisis. Let us accept them as a good omen:

"The nations not so blest as thou
Must in their turn to tyrants fall,
While thou shalt flourish, great and free,
The dread and envy of them all.

Still more majestic shalt thou rise,
 More dreadul from each foreign
 stroke,
 As the loud blast that tears the skies
 Serves but to root thy native oak."

To-day we are thinking of the brave Belgians, and it is interesting to recall the fact that when the nation was about to attain the dignity of an independent state, a poet and musician came to the front and voiced the sacred feeling of patriotism in the stirring words and music of "La Brabanconne." It has been pointed out that the tune bears some resemblance to the march in Rossini's opera "Tancredi." But, at any rate, Campenhout produced the right thing at the right moment. The only existing translation is of the poorest, but it will serve to show how wonderfully this outburst of Belgian spirit fits the present suffering of that martyred but indomitable nation. Substitute Hohenzollern for Nassau and the picture is complete

"Who'd have believed such self-willed
 daring
 That his base ends he might attain,
 Avid for blood, a prince unsoaring,
 Bullets on us should rain ?

Let it end ! Belgians be freemen,
 From Nassau brook no more indignity
 Since grape hath torn down the orange
 flying upon the tree of liberty."

With such a battle song, no wonder the Belgians showed the world a feat of arms like Liege.

* * * *

Already the College grounds are beginning to look springlike, and the girls are all looking forward to the spring term which, even with the thoughts of examinations, promises to be one of the nicest. We wish all the girls a very happy Easter, and hope they will return feeling like enjoying every moment of the College year left to them.

Music

PROGRAMS OF THE MONTH

Three short informal programs have been given by the Club during the past month. The discussions have added greatly to their interest; one which we were very enthusiastic about was, "Why is it that there are so few women artists, composers or musicians as compared with men?" The subject was discussed for an hour, and many splendid suggestions were voiced, but even then we didn't exhaust the subject.

On Wednesday evening, March 10, a very successful recital was held in the concert hall, at which Mr. Atkinson presided. All the faculty and students were invited. Miss K. McCormick, elocutionist, and Misses M. Homuth and M. Garlock, soloists, assisted with the program. Mr. Atkinson gave a talk on "Cause of Nervousness in the Public Performance, and Cure." We came to the conclusion that the chief cause for nervousness is inadequate preparation.

Program :

Organ—1st C.—Sonata (Guilmant), R. Nicholls.

Piano—Andante in F. Major, (Beethoven), A. Meath.

Reading—"De Ships ob Faith," C. K. McCormick.

Melodie—"Rustle of Spring," (Sinding), Mae Armitage.

Piano and Orchestral accompaniment.—Nocturne (Bernord), G. Smith and G. D. Atkinson.

Vocal duett—"Oh! That We Two Were Maying" (Nevin), M. Homuth, M. Garlock.

Concerto—3rd movement (Mendelssohn), Mabel Sharpe.

Orchestral accompaniment, A. Meath.

Piano recital in concert hall of the Ontario Ladies' College, March 8, at 8 p.m., by Miss Cora B. Ahrens, A.T.C.M., assisted by Miss Grace Clough, A.T.C.M., and Miss Marguerite Homuth, vocalist.

Part I.

Valse Carnavalesque Op. 73 (Chaminade), Misses Ahrens and Clough.

Autumn, Op. 35, No. 2 (Chaminade), Miss Ahrens.

Indian River Song (Woodford-Finden), Miss Homuth.

1st Ballade, op. 23 (Chopin), Miss Ahrens.

Moto Perpetuo, from Sonata op. 24 (Weber), Miss Ahrens.

Part II.

Cameos, (a) No. 1, (b) No. 4 (Liza Lehmann), Miss Homuth.

Waldstein Sonata (allegro con-brio) (Beethoven), Miss Ahrens.

Softly Awakes My Heart (Samson and Delilah) (Saint-Saens), Miss Homuth.

Rigoletto (Verdi-Liszt), Miss Ahrens.

Marche Heroique op. 34 (Saint-Saens), Misses Ahrens and Clough.

We were glad to have Miss Clough back with us again. She and Miss Ahrens, assisted by Marguerite Homuth, gave a charming recital.

Tuesday afternoon Miss Clough kindly consented to play for the girls in the drawing-room. It certainly was a treat for all of us, which we will remember.

O. L. C. is justly proud of Nora and Clela. They did remarkably well in their piano examinations, Nora with 71 and Clela 70. It was a record hard to beat, and we wish them as great success in the future as they have shown in the past.

Miss Nicholls was as pleased as we were about the theory results. We certainly owe our good marks to her thorough teaching.

Results of the Theory Examinations:—

Aurelia Meath, Junior Harmony 91, Junior Counterpoint 80, Primary Rudiments 98, (1st class honors).

Marguerite Homuth, Junior Harmony 75, Junior History 71, (honors).

Mabel Sharpe, Junior Harmony 71 (honors).

Louise Osborne, Junior Harmony 82, (1st class honors).

Muriel Penfound, Junior Harmony 73, (honors).

Primary Rudiments.

Minnie Trenouth 98 (1st class honors).

Gertrude Hull 96, (1st class honors).

Dorothy Whittaker 96, (1st class honors).

Mary Pearce 94, (1st class honors).

Muriel Snetsinger 94, (1st class honors).

Vivian Willis 93, (1st class honors).

Jeane Willis 93, (1st class honors).

There probably will not be reduced railway rates for a while, as so many girls were up to hear Hoffman and Treville.

The following girls heard Hoffman on February 17:—Edna Grant, Rella Buchanan, Marge Garlock, Georgina

Smith, Mabel Sharpe, Katie Oke, Doc. Dougall and Annie Tuttle.

On March 9, Edna Grant, Rella Buchanan, Marge Garlock, Georgina Smith, Gertrude Hull, Mabel Sharpe, Kizzie McCormick, Ella Wilson, Katie Oke, Annie Tuttle, heard Treville.

Thursday, February 4th, was very enjoyably spent in the Domestic Science room, when a farewell party was given by the members of the Oktiklos club, in honor of the Senior girls, Clela, Nora and Mae, who recently tried their exams.

Wednesday, February 10th, a business meeting was held, as our President, Nora Tucker, was leaving. The following new officers were elected:—

President—Aurelia Meath.

Vice-Pres.—Georgina Smith.

Miss Marguerite Homuth sang at a patriotic concert in the Methodist Church at Port Hope. Her singing gave great pleasure to those who heard her, judging from the following extract from a Port Hope paper:—

“This was Miss Homuth’s first visit to our town, and her kindness in assisting both at the morning and evening service, as well as at the concert, is much appreciated by the Methodist Church goers. She is only an amateur singer, but possesses a strong soprano voice of much sweetness, and sings with perfect ease and control. We hope to have another visit in the near future.”

Y. W. C. A.—

On Monday and Tuesday, February 15th and 16th, the Y.W.C.A. had as their guest Miss Conklin, a representative of the Students’ Volunteer Movement in America. Monday evening Miss Conklin spoke to the girls in the Chapel about the movement, of which some of us knew very little, and also she explained her work. Miss Conklin, being the daughter of a missionary, and at present fitting herself for a teacher in the foreign schools, made the talk very vivid and interesting. She emphasized the need of workers for the fields in far countries and the golden opportunity that was before us if we would but grasp it.

On Tuesday the Cabinet of the Y. W.C.A. met in the President’s room, when Miss Conklin spoke to us. She gave various suggestions for adding to our mission box, reminding us that, in spite of the war, with its demands for the Relief Fund, Red Cross funds, etc., we must not neglect our missions. Different means of working a

way into the hearts of heathen women were told us and many were beneficial.

Miss Taylor’s Bible Class, which met Tuesday evening, had the pleasure of hearing our guest speak again on the work in general in the foreign fields. The half hour allotted to her passed very quickly, but all felt impressed and interested. She urged us to pray for the various departments, and the missionaries in all countries.

On Thursday evening, March 11, Mrs. Norman spoke to the Y.W., and her talk was very much appreciated by the girls. Her charming manner, as well as her advice, won many admirers among Dorothy’s O. L. C. friends.

The following letter from Mrs. Gandin will prove interesting to Vox readers:

Cross Lake, Feb. 5, 1915.

Dear Miss Taylor:

You must forgive me for my long

neglect in writing, but I have been very busy and often-times miserable, which made it very easy to put off from time to time.

You may know of my having undergone an operation while in Winnipeg last fall, and I did not get home till about October 22nd. That was also our last sure mail out till the middle of December, though we did try sending it by the new line under construction.

We received the bale, and it was a real help to us in our work, both at Christmas and since the really cold weather set in.

This awful war is affecting the people, even here in the north land. The men cannot get work as previously, and, as the Hudson Bay Company are really not buying fur, it is not hunted as usual; and there is no tripping to winter camps, the Indians bringing in what they kill themselves and selling to the traders or where they can. This deprives them of much work and also they have not the wherewithal to buy

food and clothing for themselves and their families. Indeed, it is a hard pull for them to get food (fish and meat), and the Indian department have put the matter into the hands of Missionaries and Mounted Police to issue orders on the Hudson Bay Co. or traders for clothing, etc., where they believe there is real need.

I have been kept quite busy among the sick—and, I am glad to say, have had good success. I had a call to a distant winter camp, but could not leave here at the time, and so Mr. Gandin went. He is quite a good doctor and nurse when the real doctor is so far away; indeed, I have much faith in him.

Dear me, what a long letter I have written! It is one o'clock, and I have an early call by dog train to see a sick boy, so I will close.

With kindest regards to all our friends.

Sincerely,

ANNA. J. GANDIN.

Oratory

SENIOR ORATORY.

Although the Senior Class have been busy they have been working quietly. We have read "The Bishop's Candlesticks," by Norman McKinnel, a play founded on an incident in Victor Hugo's novel, "Les Miserables." We have also been reading "The Holly Tree Inn," by Oscar Beringer, adapted from Charles Dickens' Christmas story, "The Holly Tree." The public may look for a presentation of these plays, perhaps.

We were very glad to have Cathlyne Darch down to visit us one weekend, even if she didn't come to class.

Edna Wakefield has read both at Brooklin and at Pickering. Edna Grant read at a patriotic tea in the Whitby music hall on February 5th.

"Cranford" was given by the Dramatic Club in the Whitby Music Hall on the evening of February 19th, in aid of the Trafalgar Daughters' Fund and the Patriotic Fund.

The characters were:

Miss Matilda Jenkyns, the Rector's daughter—Catherine McCormick.

Miss Mary Smith, her visitor—Edna Grant.

Miss Jessie Brown, a new resident—Ethel Terry.

Miss Pole, a friend of Miss Jenkyns—Hattie Brouse.

Mrs. Forrester, born a Tyrrell—Ella Wilson.

Miss Betty Barker, a retired milliner—Edna Wakefield.

The Hon. Mrs. Jamieson, a leader in society—Oborne Mullett.

Martha, maid of Miss Jenkyns—Morella Buchanan.

Peggy, maid of Miss Barker—Mary Score.

Customers—Mrs. Purkis, a country woman—Myrtle Fawcett; Little Susan, her daughter—Mabel McKinnon; Jennie, a country girl—Etta Jackson; Little James, a small boy—Melva Hetherington.

Act I—Scene, Miss Matty's parlor—Afternoon Tea.

Act II—Scene, Miss Matty's parlor—Miss Matilda Jenkyns (licensed to sell tea.)

Act III—Scene, Miss Barker's parlor—A Party.

Time, about 1830.

JUNIOR ORATORY,

In spite of hard times, the Junior Elocution Class has steadily increased in numbers. Since Christmas Myrtle Fawcett, Rella Buchanan and Marjory Moore have joined our ranks. We are especially glad to welcome Myrtle Fawcett back again, as she was a student of last year.

Since the opening of the year we

have had a number of very enjoyable as well as helpful class recitals.

February 22.
"The Death Disk" Mark Twain

Ella Wilson. Carr

"The Family Album" Melva Hetherington. Daskam

"Ardelia in Arcady" Ethel Terry. March 1st.

"A Good Dinner" Myrtle Fawcett. Cutting

"Corporal Punishment" Etta Jackson. Dooley

"Dick's Pleasant Dream" Hattie Brouse. Dudley

"His Courier" Oberne Mullett. Lyly

March 8th.
"I Ain't Afraid" Marjory Moore. Field

"The One-legged Goose" Rella Buchanan. Hopkinson- (Smith

"The Second Trial" Mary Score. Kellogg

"We Are Seven" Kate D. Wiggins. Lillian Douglas.

March 15th.
"Helene Thamre" Ella Wilson. E. S. Phelps

"Little Lord Fauntleroy And his Grandfather" F.H. Burnett

Melva Hetherington. Ian

"His Mother's Sermon" Rella Buchanan. (MacLaren

Household Science

Since Christmas, Thursdays have been red letter days for the girls taking the Household Science Course. First, the Juniors had to demonstrate in cookery, and it was unanimously agreed that demonstrations are quite the worst part of the whole course, not only for the demonstrator, but for her audience. How solemn was the

room as the demonstrator, arrayed in spotless white from head to foot, with stiff cuffs and high stiff collar, took her place behind the table on which was everything necessary for her demonstration. Could it be wondered at that she felt like saying, "Let's not pretend any more," when eggs fell on the floor, and gelatine would not get

stiff, and Miss Porte's watchful eye was on her, and all the other girls sat silently, soberly watching her, although, of course, they wanted to laugh? How could she know what Miss Porte's continual writing was? Was her criticism going to be favorable or otherwise? It is with no pleasure that the Juniors are looking forward to the second demonstration which Miss Porte promises them after Easter.

Probably the Seniors would agree

with the Juniors, and say that teaching is the worst part of the Household Science Course. Since demonstrations the Seniors have been teaching the Juniors cooking on Thursdays and sewing on Tuesdays. Although they all did exceedingly well teaching cooking, they are, no doubt, not sorry that they have finished it, and will be glad when Easter comes, and they will have finished teaching sewing.

M. L. S.

Athletics

March is here, and I cannot say that it has been greeted with very noted applause or rousing cheers. Why?—because it has taken our ice and snow, which means good-bye to skating and snow-shoeing.

But we have the spring to look forward to, and to keep up our spirits during this trying weather.

Our basket-ball has profited, though, and not a day has passed but what our girls have been in the gym practicing.

Our Juniors played Whitby Juniors, and kept up the good name of the school by winning, but they did not win quite so easily as the time before. Muriel Cook, one of the forwards, being ill, could not play, which made a difference. Oshawa was unable to play on Feb. 13th, but Cobourg played us February 20. As they were not used to waxed floors like our gym has, we had a double advantage over them—our own gym, and a floor we were used to. The score was 19-4 in our favor.

The girls remained with us until the late train. After tea all went to the swimming tank to watch the swimming, after which we went up to the drawing-room for some music; at nine-thirty they left, passing, what I

should imagine seemed to them, a very slow but novel evening.

On March 6th our Senior team went to Cobourg to play the return match. It was one of the best games our side has had for some time.

As soon as our team entered the gym, they startled all the audience with the following College yell:

Chick-a-laka; Chick-a-laka

Chow, chow, chow,

Boom-a-laka; Boom-a-laka

Bow, wow, wow

Chick-a-laka; Boom-a-laka

Who are we?

We are the girls of O.L.C.

The audience responded with the Cobourg yell, and then we started.

The score kept fairly even, and at first half stood 11-10 for O.L.C. Then started the fight in earnest, and it was truly interesting to watch the scores battling with one another for supremacy.

When the whistle blew for time the score was 18-16 for Cobourg, and so for the first time this year our girls met with defeat.

After the game, both teams went up to the captain's house for tea. At six we left for home, enjoying one of the most pleasant days we have had for some time.



Fireside Notes

On February 22nd, Washington's birthday, the American girls visited the House of Refuge, treating the old people with music, candy and fruit. They returned home at five, and were invited down to Domestic by Mrs. McPhadyen, who chaperoned the party. They enjoyed a delicious repast, kindly prepared by Mabel, consisting of roast chicken, scalloped potatoes, grape fruit, salad, etc. The Secretary received a letter from Leta Le Gear, a former American student, who very kindly sent tiny silk American flags as favors for the party.

Mrs. Homuth and Marguerite spent a very enjoyable week-end at Bowmanville, Marguerite going on to Port Hope to sing at a patriotic service on Sunday.

Miss Golia Holmes spent a week-end with Wenowae this month.

Mary Valentine has come back to school after spending over three weeks at her home in Waterloo. She has quite forbidden us to say that the reason of her long stay was poor health. We hope that now that she is back she will keep well, as we don't want to lose her again. How many pounds did you say you gained, Mary?

Edith Reedy spent a week-end in Toronto, which, contrary to custom, seemed to agree with her. She usually retires to bed for a few days on her return.

Miss Muriel Ransom, a Trafalgar Daughter, was the guest of Aurelia

Meath for the week-end of "Cranford."

The younger set, under Squibby's able management, gave a play entitled "Oysters," on February 12. The caste was as follows:

Betty—Betty Richmond.

Tabitha—Beatrice Terry.

Isabel—Bessie Mather.

Lillian—Muriel Cook.

Lucy—Evelyn Cook.

Sarah—Hazel Taylor.

Bertha—Judith Somers-Cocks.

The youngsters certainly acquitted themselves well, and are all to be congratulated on their natural, unaffected acting. Kizzie McCormick, Marge Garlock and Aurelia Meath assisted in the program with their several accomplishments, while "A Banjo Song," by Kay Breithaupt, accompanied by Aileen Wilkins, on the mandolin, was much appreciated. After the performance, ice-cream and cake were sold in the drawing-room, which was decorated in patriotic style. We were all extremely loyal, as far as refreshments were concerned. The proceeds, amounting to over eight dollars, were given to the Belgian Relief Fund.

Dorothy Whittaker and Mary Score decamped to Toronto for a week-end, and returned decorated with the latest style in earrings.

That Mrs. Follick is a splendid cook was most heartily agreed to by the girls who shared the good things at Lil's little party in the teacher's room.

Wenowae Holmes' visit to the city early in March was evidently for the purpose of purchasing her spring outfit.

Dr. Horning paid a visit to his daughter on the Saturday of the Cobourg basketball game. Everyone seemed to be aware of the coming event, except the person most concerned. It takes Miss Courtice to keep a secret.

The Junior Class of 1915 was organized a short time before Easter, with Myrtle Fawcett as President and Dorothy Barrett as secretary-treasurer. The colors decided upon were purple and gold, and the motto chosen "vi et arte"—skill and strength. Our school poet, Marjory Moore, supplied a song to the tune of "Mary Pickford." We all wish the Juniors a very successful year.

Miss Lottie Touriss, of Toronto, spend the week-end of "Cranford" with Myrtle Fawcett.

Mrs. Norman visited Dorothy for a couple of days, and during her stay gave a most interesting and helpful talk in Y. W. We all enjoyed it so much, and we are looking forward to hearing Mrs. Norman some time again.

Grace Reazin's week-end at home stretched out to a considerable length. It is a good deal harder to decide to leave home than it is to go there.

There is no telling how much longer Lillian Follick would have been in the infirmary if she hadn't received word that Cathlyne Darch was coming for the week-end. Good news seems to be a wonderful cure for la grippe. We all wished that Cathlyne would stick around a little longer.

Gussie Hatch was the guest of friends in town for a week-end a short time ago.

"Patrick" and "Kay" were very lonely without their third room-mate.

Aileen spent rather a long week-end at home.

Greta White and Margaret Ramsay visited Catherine Breithaupt in nine Main for the week-end of "Cranford." Some of the girls gave a delightful little banquet in honor of Peggy and Deit down in Domestic. We had a splendid time, and the theatre party to Cranford afterward helped to make it more festive. It was like old times to have the girls with us, and we were all sorry to see them leave.

Colborne was honored by a visit from Jean Willis last month.

Melva Hetherington spent a week-end at home last month. She, of course, returned for Tuesday "savage" breakfast.

A group of the girls gave Vina Pascoe a very pleasant surprise in the shape of a birthday party in domestic, prepared all "unbeknownst" to her, on February 9th. To say that everyone spent "a very pleasant evening" is much too mild; "a perfectly lovely time" suits the occasion better.

Marie Sheridan deserted the old school to spend a week-end in Newcastle last month.

I Main seemed quite deserted on the week-end of the 27th, when Kizzie went home and Marge departed for Toronto. Mabel Sharpe has our sympathy. It is a shame when both room-mates desert at once.

Winnifred Symington was a delighted girl when she received a phone call from her mother to come home for a week-end. She missed the anticipation, but the realization was compensation.

The "Upper Ryerson" girls of '13-'14 had a family re-union, in other words, a house party, at Freeman, Ont. Muriel Freeman evidently made a splendid hostess, for the girls certainly seem to have had a wonderful time.

It seemed to have been quite the fashion lately to go to Toronto for the week-end. Amongst those who followed the general westward tendency were: Verda Day, Millie Cox, Osborne Mullett, Edna Grant, Annie Tuttle, Helen Appleton, Hazel Bone and Gladys Hart.

For weeks ahead we all helped Evelyn and Muriel Cook to anticipate what a glorious time they would have in Toronto. For about a day there was an uncertainty whether they would go, and the whole world looked very dreary to the twins. The suddenness of the decision, however, made by a letter from their brother, made up for the suspense. We know they will come back full of wonderful tales of adventure.

Edna Wakefield made a short visit in the city last month.

Margery Bain was home for a week-end not long ago. A little visit like that makes one long all the more for Easter, doesn't it?

For a week before her visit from her ex-room-mate, Cathlyne Darch, Lillian Follick was in a permanent state of happy excitement. The week-end, according to all reports, quite came up to her expectations.

Mrs. Wilmott visited her daughter, Eleanor, for several days. To have your mother come is the next best thing to going home.

Gertrude Britnell spent a week at home to recuperate from her illness. Her visit seemed to have the required effect, as she looks much better since returning.

We have all felt deeply for Mary Carveth and Miss Newton, in the sorrow which has come to them through the loss of a loved one such a short time ago, and we extend to them our loving sympathy.

Rita Tew received a start when she saw her mother descend from the bus quite unannounced on February 17th. The only unpleasant feature of the surprise was that she could only stay for the day.

Rita Brown and her room-mate, Florence Montgomery, spent the week-end in Oshawa as the guests of Gladys Morris.

Quite a goodly number of the girls went up to hear Madame Treville and the Schubert choir at Massey Hall on March 9th. The girls were all "in ecstasies" over Mme. Treville. Since then we have been hearing many warblings, and by June we surely will have some equally as famous.

It must be a wonderful treat for a "Westerner" to get an unexpected glimpse of a near relative; therefore we quite appreciated Minnie Trenouth's excitement when she received a phone call from her brother, asking her to come to the city for the week-end. She prolonged her stay to nearly a week, but we forgave her under the circumstances.

Gertrude Ianson has not been at all well this last month, and although we hated to see Barcus go, we thought her aunt was very wise in taking her home to recuperate.

We were very sorry that Breta Higgenbotham had to go home to Bowmanville on account of ill health, but we were glad to see her back again showing the effects of home treatment.

Jessie Milne, a friend of Aileen Wilkins, was the guest of Mrs. Greenwood for the week-end of "Cranford." The girls all did their best to make her stay interesting, and she evidently thought O. L. C. a pretty good old place.



The Associated Chapters are reminded that copy for publication must be in the Vox Editor's hands by the 5th of each month. Address Mrs. E. Edmund Starr, Whitby, Canada.

The National Committee of Women for patriotic service, wish to draw the attention of the Trafalgar Daughters to "An Open Letter Concerning Peace" just issued. Some may be interested to know the aim and policy of the Committee:

1. To act as a point of contact for the leaders of Women's Societies, from which information and advice as to matters relating to the war can be issued to the organizations which are represented on it.
2. To save confusion and overlapping.
3. To work through existing societies; not to form new organizations.

The members of the committee are—Hon. President, H.R.H. The Duchess of Connaught; Hon. Vice-Presidents, H.R.H., The Princess Patricia, the wives of the Lieutenants-Governor; Lady Borden, Lady Laurier; President Mrs. A. E. Gooderham, "Deancroft," Toronto; Vice-Pres., Mrs. Torrington; Treasurer, Mrs. Bruce; Secretary, Mrs. Plumtre, 77 King St. East, Toronto; National Council of Women (two representatives), Lady Gibson and Mrs. Willoughby Cummings; Imperial Order of Daughters of the Empire (two representatives), Mrs. Jas. George, and Mrs. John I. Davidson; Young Women's Christian Association, Mrs. Falconer; Women's Christian Temperance Union, Mrs. Starr; United Empire Loyalists, Mrs. Dingman;

Women's Art Association, Mrs. Mercer; National Union Women's Suffrage Societies, Mrs. Hamilton; Girls' Friendly Society, Miss M. Boulton; Jewish Council of Women, Mrs. Kalm; Baden-Powell Girl Guides, Lady Pellatt; Women's Press Association, Miss M. MacMurchy; Victorian Order of Nurses, Miss Mackenzie; Women's Mission Board of Churches—Anglican, Mrs. H. P. Plumtre; Methodist, Mrs. Kerr; Roman Catholic, Miss Macdonald; King's Daughters, Miss A. M. Brown.

This Committee is circulating the following "open letter" as a result of the peace propaganda so widely circulated in Canada, with a view of ascertaining the opinion of the women's organizations.

AN OPEN LETTER CONCERNING PEACE.

The National Committee for Patriotic Service desires to call attention to a Peace propaganda emanating from certain neutral countries, and now being circulated in Canada.

Letters and circulars in praise of peace have been issued, calling on women all over the world to unite in a great effort to stop the war. In some cases, signatures to a petition are requested; in others, membership in a Peace Society. In these circumstances the Committee calls your attention to the following considerations:

Few indeed are the men or women who would hesitate to declare themselves "in favor of peace." No neu-

tral nation can hate war with half the intensity of hate felt by the nation's who are bearing war's burdens. But declarations in favor of peace may be represented as condemning all who fight, and such use has been made of them during this war. Though we may hate war, and though we may admit that there is always wrong at the root of war, yet we cannot unconditionally condemn all war, nor regard all belligerents as equally guilty. History teaches us that all nations and individuals have been compelled to draw the sword in defence of the rights of the weak and of the principles of truth, honor and liberty, holding these dearer than peace, and even than life itself.

The war in which we are now engaged is no mere scramble for gain, nor quarrel over rights in which all parties are alike to blame. It is rather a struggle between the principles of law and of force—between the policeman and the armed criminal, whose liberty is a menace to the neighborhood. In such a conflict, neutrality has no particular merit; while to entreat the policeman to stop fighting does not tend to promote peace, but only tends to prolong a period of terror and insecurity.

We have drawn the sword to defend the rights of the weak, the liberty of the many, and the pledged honor of the Empire. To sheathe the sword before these ends are achieved is to render useless the sacrifice of countless lives already laid down in defence of these great principles; for could we at this juncture secure peace, we should but leave to our children a dreadful legacy of hate and uncertainty. It would be, in truth, not a peace but a truce, lasting only until the nations had recovered sufficiently to test the issue once more by an appeal to arms; and, worse than all, we should leave Belgium to its fate as a German province.

Shall not the women of this country bear their part in this war with the same high courage and steadfast-

ness of purpose that animate our troops?

And what is our share?

To possess our souls in patience during war's hardships and uncertainties; to refrain from embarrassing our rulers by demands for a premature and illusory peace; to prepare ourselves for the new conditions and duties which peace will inevitably bring, while applying ourselves to the peculiar tasks imposed by war; and, above all, so to bear ourselves, as to be an inspiration in courage and self-sacrifice to the men who are fighting for our Empire—and for us.

This is our share.

When Germany has learned that right is stronger than might; when the mailed fist no longer threatens Europe, then may we hope for peace which our children's children may inherit. And with such a peace, we may hand on, unbroken, the great traditions of our Empire—honor unstained, liberty safeguarded, justice vindicated.

Such are some of the conditions to be considered before we unreservedly condemn war, or make petitions for immediate peace.

Signed on behalf of National Committee.

Mary R. Gooderham,

President.

Adelaide M. Plumptre,

Secretary.

77 King St. East, Toronto.

For leaflets re Red Cross Supplies, Field comforts—these are supplementary supplies for "well" men in camp—in Canada, or for the troops who have left Canada—or comforts for the fleet (North American Squadron). Address Mrs. Plumptre, Secretary of National Service Committee, 77 King St. East, Toronto, Canada, or members of Committee.

Whitby Chapter has shared in the success of two entertainments this month, a recital within College halls, and an evening with "Cranford" given by the Dramatic Art Club of O.L.C.,

in the town music hall, when the social life of a century ago was most ably portrayed. Among the Trafalgar Daughters present we noticed Mesdames Taylor, Richardson, Ross, Whitfield, Jackson, Bascom, Starr, and Misses Annes, Powell, Donaldson, Harper, F. Richardson and others. The well filled hall was an assurance of the appreciation of the townspeople to whom Dramatic Art appeals.

Miss O'Brien's pupils presented their parts with credit to their teacher and their own talent, and Whitby Chapter of Trafalgar Daughters were pleased to have a share in the evening, as well as the financial returns. A share of over \$30 found its way to our treasury.

Sorrow has come to our midst this month, and we extend to our Vox Collegii Editor, who was called home for a few days owing to the death of her father, our deepest sympathy. Miss Newton has endeared herself to all, so that we feel that her sorrow is also ours, and we assure her that the comfort of comradeship is hers.

The shadows have also gathered in the house of Miss N. Harper, one of our beloved charter members. Suddenly her sister, Mrs. Bessie Jackson, was called to the homeland. Mrs. Jackson was an ex-pupil of O.L.C., and though out of town, was ever interested in all that concerned our college. To Miss Harper and her aged father we extend our heartfelt sympathy.

The Trafalgar Daughters met at the home of the Secretary, Mrs. Ross, to discuss ways and means of making the chapter a still greater factor in college halls.

Toronto Chapter.

Rev. Dr. Hare was a visitor at the Toronto Chapter's recent meeting, and extended an invitation to the Daughters to come home to a Banquet to be given on March 19th. The social service work undertaken by this chapter is most interesting, and is doing much to broaden the outlook of the members, besides doing much to cheer and

brighten the lives of less fortunate women.

The Brampton member, through her branch or county W. I., has directed the shipment of a carload of comfort and cheer to the needy folk of the Queen City.

Mrs. T. G. Whitfield had the pleasure of attending the Toronto Chapter meeting this month, when Miss Addison, of Annesley Hall, gave a talk. Mrs. Huestis, President T. C. of W., also added to the interest of the meeting. An item of business interesting to many was arranging for the spring banquet, which, we understand, will take place late in April.

Invitations have been issued for a banquet at O. L. C. on March 19th.

Mrs. Luton (nee Miss Tait) has taken a house in town to be near her daughter, who is a member of the town teachers' staff. We trust local T. D.'s will visit her.

Mrs. A. E. Boyle (nee Ray Clothur, of Kemptville), now of Winnipeg, spent the week-end in our college home. Mrs. Boyle was accompanied by her little daughters. We hope in the near future to welcome them as pupils at O. L. C.

Major and Mrs. S. S. Sharpe (nee Miss Crosby), of Uxbridge, spent the week-end in town, the guests of Dr. and Mrs. Bascom.

Financial Report

The financial report of the play "Cranford," presented by the Dramatic Art Club of the College, on February 19, is as follows:

Total receipts	\$77.15
Total expenditures	13.46

Balance	\$63.69
$\frac{1}{2}$ proceeds to Patriotic Fund...	\$31.85
$\frac{1}{2}$ proceeds to Trafalgar Daughters' Fund.....	31.84

F. O'Brien,
Treasurer T. D., Whitby.
Whitby, February 23, 1915.

THE JOKER

Discussing a music teacher.

Dorothy Whittaker.—I think she would make a better artist at music than a teacher.

Slats.—Does she paint nicely?

Eleanor is hardly capable of shopping alone. She finds names so mixing, such as asking for Nyal's Shampoo. She crosses the street to enquire about Nyal's red silk.

Minnie and Ella were affectionately washing each other's hair. Ella emphatically explained: "My dear, you will have to use a brush, my head is so thick."

Winnifred. Let's eat with our left hands, for sometime we might have our right hands cut off.

Rita.—Let's walk out on our heads, because sometime we might have our legs hurt.

Someone should fix the floor in front of Miss Elcoat's door. Vera is wearing the matting carrying up embroidery and tatting.

Daisy to Rita.—Gee, Rita, which is the youngest of the twins?

Mabel (at midnight to her roomies).—How can you connect such a thought with me?

Kizzie (in lugubrious tones).—If we don't subside soon Mrs. Mac. will "connect" her boot with us.

Mabel.—We should worry as long as it's a long distance call (connection).

Helen Clarke.—To-morrow is the twins' birthday.

Miss Porte.—Is it? Which twins?

Ethel.—Why are you so musical?

Francis.—I have on my accordion pleated skirt.

Eleda.—Did you know that Kay B. has three hands?

Lil.—No! What do you mean?

Eleda.—You see it is this way. She has a right hand, a left hand and always a little behind hand.

MISS RUTTAN

DRESSMAKER

Colborne Street,

Whitby, Ont.

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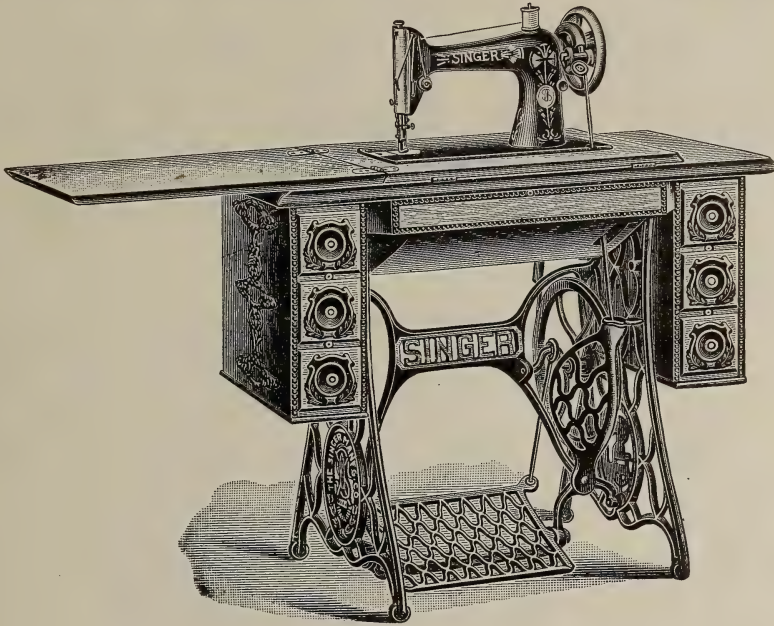
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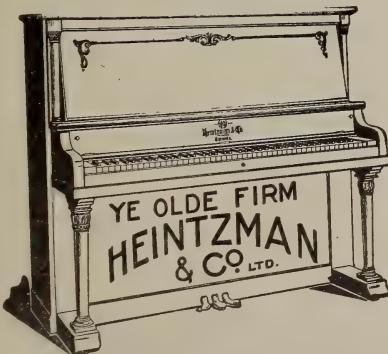
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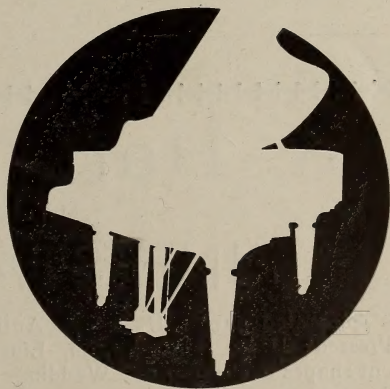
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